

# Utah's Child Care Quality System

## Family Engagement 10 points possible



Updated 2/20/2018

Portfolio & Interview		Available Points
Regular family conferences are held.	<p>Written procedure for holding conferences and what is included, including developmental milestones and goals.</p> <p>Copy of form used for scheduling conferences and dates conferences were held.</p>	<p>1 Point (Annually)</p> <p>OR</p> <p>2 Points (2x/Year)</p>
A plan is implemented to refer and connect families to appropriate community service agencies. (i.e. mental health, health, developmental, educational.)	<p>Written plan describing procedures on how a child is assessed and need to refer determined.</p> <p>Sample of tools used (i.e. ASQ and ASQ-SE) and handouts for community agencies serving the area.</p>	2 Points
Activities for families, children and caregivers are held at times to accommodate family schedules.	Attendance sheets and other evidence such as flyers and pictures for family activities held in the past year.	<p>1 Point (2x/Year)</p> <p>OR</p> <p>2 Points (Quarterly)</p>
Families receive regular communication from the program and caregiver, including opportunities to give feedback to the program and caregiver.	Example of regular communication from the caregiver about how a child is doing and an example of ongoing written information about the program, parenting and child development (i.e. newsletters, social media, etc.) To receive points, a mechanism for receiving feedback from parents must be included.	<p>1 Point - Regular child information</p> <p>AND</p> <p>1 Point - Monthly program information</p>
The program offers information sessions or individual family meetings specific to child transitions. (i.e. from one classroom to another, from home to classroom, to another setting, to kindergarten.)	Written procedures that describe how transitions are supported among all early childhood and home settings, including contact information for local schools, and how that information is shared with families.	1 Point
The program has a plan to support English language learners.	Written policies for inclusion of English language learners, including use of basic phrases of home language in the program, incorporating materials such as books or labels in both languages, and the use of interpreters.	1 Point